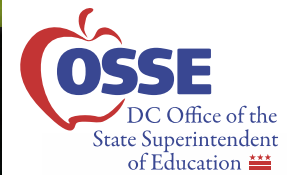


# HEALTHY, ACTIVE BEGINNINGS

## A PARENT'S GUIDE TO HEALTH AND PHYSICAL EDUCATION STANDARDS



PRE-KINDERGARTEN THROUGH GRADE 5

District of Columbia Office of the  
State Superintendent of Education

# MESSAGE FROM THE STATE SUPERINTENDENT OF EDUCATION

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September 30, 2008

Dear Parents/Guardians,

I strongly believe that the physical health and well-being of our District of Columbia students is a critical issue. In December 2007, the D.C. State Board of Education unanimously approved guidelines for health and physical education standards to be taught in District of Columbia public schools. The standards were developed using input from focus groups that included parents, civic leaders, health professionals, and educators. Research and statistical data also informed the development of the standards. These standards provide us with the opportunity to set the bar as high as it can be raised for the health and physical education of our students.

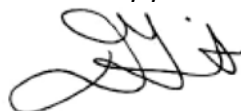
Health and physical education standards describe what your student is to know and be able to do in these areas of study. There are learning standards for Pre-Kindergarten through grade 8 and at the high school level. In order to graduate from a District of Columbia public high school, students in grades 9-12 must complete 1.5 units of health and physical education instruction.

The information contained in this guide is organized around five major themes that research has identified as impacting students in the District of Columbia. They are:

- Nutrition
- Physical Activity
- Safety
- Alcohol, Drugs, Tobacco
- HIV/AIDS

I hope that you will use the information and suggestions provided in this parent guide to help your child to become a healthy adult. Your child's school is expected to use these standards to teach your child, and I encourage you to hold the school accountable for ensuring that your child is learning about health and physical education. Participation in structured physical activity, in combination with good nutrition, is absolutely necessary to maintain good health and prevent obesity among children. Ultimately, a child's health is vital to ensuring that he or she is ready to receive an excellent education.

Sincerely yours,



Deborah A. Gist  
State Superintendent of Education



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Pre-kindergarten is a time for children to begin learning the basics of health and physical activity.

In **Health and Physical Education**, your child will learn to:

- Describe and express feelings, such as happiness, surprise, anger, fear and sadness.
- Play cooperatively with other children.
- Respect and care for the classroom environment.
- Understand that the body needs rest, exercise and good nutrition.
- Identify different parts of the parts of the body, such as head, arms and legs.
- Jump and roll; toss, catch and kick a large ball; ride a tricycle; stretch and climb.
- Exercise and move to different musical beats.



## DAILY CHECKLIST FOR HEALTHY HABITS

You may want to create a checklist to help your child develop and practice good habits.

Today I got plenty of:

\_\_\_\_\_ Rest (at least 8 hours of sleep each night)

\_\_\_\_\_ Exercise (at least 30 minutes of physical activity each day)

\_\_\_\_\_ Good Nutrition (ate five helpings of fruits and vegetables)

I also:

\_\_\_\_\_ Put away toys and other items at home and at school



In the K-2 grades, your child will be learning and exploring more ways to balance a healthy routine of rest, work, play and eating. Your child also will be learning more about the human body, healthy behavior and relationships.

In **Health**, your child will learn to:

- Express feelings in positive ways and learn how families and friends take care of one another.
- Cross the street and bike safely.
- Understand basic fire and water safety skills.
- Name the five senses (seeing, hearing, smelling, tasting, touching).
- Name basic body organs, including the heart, brain, lungs, skin and stomach, and what they do.
- Identify common signs of illness, such as a runny nose, coughing and sneezing, and how childhood illnesses can be prevented and treated with healthy habits, checkups and screenings.
- Understand food groups (grains, fruits, vegetables, milk, meat and beans, oils).
- Choose healthy foods (whole grains, fruits and vegetables, low-fat and low-sugar foods) to prevent obesity and other health problems.
- Understand difference between helpful medicines and harmful drugs and poisonous substances.

In **Physical Education**, your child will learn basic movement skills, such as:

- Basic motor skills, such as moving in straight, curved and zigzag patterns.
- Jogging, running, hopping, sliding, galloping, skipping, climbing and stretching.
- Throwing overhand and underhand and catching a rolled or tossed ball.
- Kicking and dribbling a ball.
- Basic gymnastic skills, such as tumbling, rolling and jumping.
- Rhythmic movements, such as clapping and moving to fast and slow beats, simple dances and ribbon routines.



As children grow, they become more aware of their feelings and more responsible for choices about themselves, their peers and their community. They understand better how their feelings and choices might impact their lives. In school, students will focus on content, communication and coping skills that increase their understanding of their own growth and development.

In **Health**, your child will learn to:

- Explain that exercise should be a regular routine in life and why it helps to release stress and tension.
- Express emotions and ways of coping with rejection, grief and loss.
- Understand human body systems (digestive, respiratory and circulatory, muscle and skeletal, nervous) and the physical changes of adolescence.
- Explain ways of communicating to adults on how to discuss hormonal changes and sexuality.
- Explain and describe health conditions and diseases, including obesity, diabetes Lyme disease and sexually transmitted diseases (STDs), that are preventable and others that are not.
- Classify foods by nutritional content and value, and use food labels to make informed eating choices.
- Explain the illegal use and possession of drugs.
- Explain how abuse of alcohol, tobacco and drugs may cause physical harm, addiction and at-risk behaviors.

In **Physical Education**, your child will learn and perform different types of movement skills, such as:

- Jumping rope.
- Throwing, catching, kicking and dribbling a ball with a partner or small group.
- Striking a ball with a racket or paddle.
- Stretching, warm-up and cool-down routines.
- Exercises to build muscle flexibility, strength and endurance and to increase breathing and heart rate.
- Rhythmic movements, such as dancing with a partner.



## **Be a good listener.**

*For all children:*

- Encourage your child to express his or her feelings.

*For children in kindergarten, 1st and 2nd grade:*

- Talk with your child about the importance of healthy relationships with family and friends.

*For children in 3rd, 4th or 5th grade:*

- Talk with your child about the difference between healthy and unhealthy relationships with family and friends.

## **Keep your child safe.**

*For all children:*

- Take a walk around the neighborhood together. Point out the safety and warning signs (such as stop and yield signs; red, yellow and green lights; and sirens).
- Explain why it is important to stop and look both ways before crossing the street.
- Explain the safety rules for walking and biking.

*For K-5 children:*

- Talk to your child about the difference between a good touch and a bad touch.
- Make sure your child knows what to do in an emergency and who to call or talk to about a problem.

## **Keep your child healthy.**

*For all children:*

- Provide healthy snacks—such as fruits, nuts and vegetables—instead of foods high in sugar and fats.
- Plan, shop for and cook healthy family meals together.
- Encourage regular hand washing—after going to the bathroom, sneezing or coughing, and before and after meals—to help prevent illness.
- Teach your child about dental care, including brushing teeth before and after meals, flossing and rinsing.
- Encourage good hygiene and grooming.
- If your child has any health issues, work with the school nurse or administrator to develop a plan for administering or monitoring care.



*For K–5 children:*

- Have your child ask family members or friends for recipes, or find ideas at the library or online.
- At the grocery store, teach your child to identify and shop for fresh foods, especially fruits and vegetables. Have your child read labels and count calories as you pick up items for meals. Cut coupons together and teach your child to respect the value of food in the family budget.

### **Enjoy physical activity and quiet time together.**

*For all children:*

- Set aside a regular family activity day for games, races and other physical activity. Try walking with your children, riding bikes, throwing a ball or Frisbee.
- Create a daily quiet time and space to relax.

*For K–5 children:*

- Develop a family fitness routine on the day most convenient for everyone. Aim for at least 30 minutes to one hour of activity.

### **Be a strong role model.**

*For all children:*

- Plan a family cleanup day in your home. Ask your child to help you recycle or donate clothes and toys to the needy.





### Take a few minutes to ask about your child's day.

Encourage your child to talk about feelings. In your own words, you may want to say:

- What made you happy today?
- What was your favorite part of your day?
- Can you tell me how you felt \_\_\_\_\_? (At a specific time of the day or after an upsetting event)

### Sing songs and play games.

Songs and games are fun ways to get good exercise and make healthy connections.

#### Sing and act out *Head and Shoulders*:

*Head and shoulders, knees and toes, knees and toes*  
*Head and shoulders, knees and toes, knees and toes*  
*And eyes and ears and mouth and nose*  
*Head and shoulders knees and toes, knees and toes*

#### Play and act out *Simon Says*:

*Simon says, "Touch your ankle."*  
*Simon says, "Touch your elbow."*  
*... Touch your hip----Ohhh, you're out!*





### **Prevent substance abuse—starting now.**

- Talk with your child about the harmful effects of drugs, tobacco and alcohol on people they know, such as family members, friends or famous people. Talk about the physical risks, personal and family problems, high costs and legal trouble caused by substance abuse.



### **Prevent substance abuse—starting now.**

- Talk with your child about the harmful effects of drugs, tobacco and alcohol on people they know, such as family members, friends or famous people. Talk about the physical risks, personal and family problems, high costs and legal trouble caused by substance abuse.

### **Prepare for adolescence—starting now.**

- Discuss with your child the normal stages of human development (from baby to teenager to adult). You may want to create an activity, such as planting a flower together, to discuss the facts of life.
- Discuss reproduction and growth of animals when you take your child to the zoo or when a family pet or friend's pet reproduces or is observed "in heat" or has to go to the vet to "get fixed".
- Communicate openly with your child about sex. Encourage abstinence, as well as explain the consequences of unprotected sex.
- Provide your child with reading material about puberty.

### **Prevent substance abuse.**

- Continue talking with your child about the harmful effects of drugs, tobacco and alcohol on people they know, such as family members, friends or famous people. Talk about the physical risks, personal and family problems, high costs and legal trouble caused by substance abuse.

**The vast majority of children do not get the recommended amount of calcium (for 9- to 13-year-olds, only 5 percent of girls and 25 percent of boys get the calcium they need).**

- Calcium is critical for bone health, especially for growing children and teens.
- Low-fat (1 percent) and fat-free (skim) milk provide calcium and other nutrients without a lot of saturated fat.
- A cup of whole milk contains three times as much saturated fat as the same amount of low-fat (1 percent) milk (4.6 grams of saturated fat in whole milk vs. 1.5 grams in low-fat milk).
- Kids who eat school lunch drink more milk than those who don't. So, school lunch can make a real difference in children's lives.

**People who eat a variety of fruits are likely to have a reduced risk of some chronic diseases.**

- The 2005 Dietary Guidelines for Americans recommend that we eat two cups of fruit every day (based on a 2,000-calorie meal plan).
- Fruits provide nutrients that we need for good health, such as potassium, fiber, vitamin C, Vitamin A, and folate.
- Fruits are naturally low in fat and sodium and they have no cholesterol.

**Whole grains contain fiber, vitamins, minerals and antioxidants.**

- Whole grains may reduce the risk of several chronic diseases, including heart disease, and may help maintain a healthy weight.
- The 2005 Dietary Guidelines for Americans recommend we consume at least half of our grains as whole grains (three or more ounce-equivalents per day).
- Offer one or more whole-grain products every day in school meals.

**Soft drinks are currently the leading source of added sugars in the daily diet of young Americans. The average teenager gets 15 to 20 teaspoons a day of added sugar from soft drinks alone, according to the Philadelphia Coalition for Healthy Children.**

Source: Team Nutrition, an initiative of the U.S. Department of Agriculture Food and Nutrition Service



## Eat Right

1. **Make half your grains whole.** Choose whole-grain foods, such as whole-wheat bread, oatmeal, brown rice, and low-fat popcorn, more often.
2. **Vary your veggies.** Go dark green and orange with your vegetables—eat spinach, broccoli, carrots and baked sweet potatoes.
3. **Focus on fruits.** Eat them at meals, and at snack time, too. Choose fresh, frozen, canned or dried, and go easy on the fruit juice.
4. **Get your calcium-rich foods.** To build strong bones serve low-fat and fat-free milk and other milk products several times a day.
5. **Go lean with protein.** Eat lean or low-fat meat, chicken, turkey and fish. Also, change your tune with more dry beans and peas. Add chickpeas, nut, or seeds to a salad, pinto beans to a burrito, or kidney beans to soup.
6. **Change your oil.** We all need oil. Get yours from fish, nuts and liquid oils such as corn, soybean, canola and olive oil.
7. **Don't sugarcoat it.** Choose foods and beverages that do not have sugar and caloric sweeteners as one of the first ingredients. Added sugars such as high fructose corn syrup as a first ingredient contributes calories with few, if any nutrients.



Source: My Pyramid For Kids, United States Department of Agriculture

## TRY THIS: START A FARM-TO-SCHOOL PROGRAM

Americans are becoming more interested in eating fresh, high-quality fruits and vegetables grown by local farmers. Farm-to-school programs are one way to help children eat healthier meals at school. These programs also can provide students with valuable learning experiences, such as planting and tending school gardens, visiting farmers' markets, and learning about nutrition with hands-on food preparation.

To learn more about these programs, go to [www.fns.usda.gov/cnd/Guidance](http://www.fns.usda.gov/cnd/Guidance). Then ask other parents to join you in working with your child's school principal or teacher to start a farm-to-school project.



### Stay Fit

1. **Set a good example.** Be active and get your family to join you. Have fun together. Play with the kids or pets. Go for a walk, tumble in the leaves, or play catch.
2. **Take the President's Challenge as a family.** Track your individual physical activities together and earn awards for active lifestyles at [www.presidentschallenge.org](http://www.presidentschallenge.org).
3. **Establish a routine.** Set aside time each day as activity time—walk, jog, skate, cycle or swim. Adults need at least 30 minutes of physical activity most days of the week; children need 60 minutes every day or most days.
4. **Have an activity party.** Make the next birthday party centered on physical activity. Try backyard Olympics or relay races. Have a bowling or skating party.
5. **Set up a home gym.** Use household items, such as canned foods, as weights. Stairs can substitute for stair machines.
6. **Move it!** Instead of sitting through TV commercials, get up and move. When you talk on the phone, lift weights or walk around. Remember to limit TV watching and computer time.
7. **Give activity gifts.** Give gifts that encourage physical activity—active games or sporting equipment.

# TRY THIS: A HOME FIRE SAFETY CHECKLIST

Score a fire safety home run—do a home fire safety inspection! Striking out fire in your home requires a little homework. Take about 20 minutes to inspect your home. As you go from room to room, answer the questions below. For each question you answer “yes” to, give yourself a point. When you’re finished, add up the points to find out your score. Ask your child to help you complete this checklist!

## First Base—Cooking Safety

- ☐ Yes ☐ No Does a grownup always stay in the kitchen when food is cooking on the stove?
- ☐ Yes ☐ No Are stove tops and counters clean and uncluttered?
- ☐ Yes ☐ No Are there pot holders within easy reach of the stove?
- ☐ Yes ☐ No Are pot handles turned inward so they can’t be bumped?
- ☐ Yes ☐ No Are curtains and other things that can burn well away from the stove?
- ☐ Yes ☐ No Is there a “kid-free” zone of three feet (one meter) around the stove when grownups are cooking?



## Second Base—Heating Safety

- ☐ Yes ☐ No Are portable space heaters always turned off when adults leave the room or go to sleep?
- ☐ Yes ☐ No If space heaters are used in your home, are they at least three feet (one meter) away from anything else that can burn, including people, furniture, and pets?
- ☐ Yes ☐ No Does your fireplace have a sturdy screen to catch sparks?
- ☐ Yes ☐ No Has your chimney been inspected and cleaned during the past year?
- ☐ Yes ☐ No Has your furnace been serviced by a professional in the past year?
- ☐ Yes ☐ No Are propane tanks and other fuels stored outside your home?



## Third Base—Electrical Safety

- ☐ Yes ☐ No Are extension cords used safely? (Are they not under carpets or across doorways?)
- ☐ Yes ☐ No Are electrical cords in good condition, without cracks or frayed areas?  
(A grownup should unplug lamps and appliances before inspecting the cords.)
- ☐ Yes ☐ No Are kitchen appliances—such as the coffee maker, toaster oven and microwave—plugged into separate outlets?



### Home Plate—Smoke Alarms/ Home Fire Escape

- ☐ Yes ☐ No Does your home have smoke alarms on every level, including the basement, and outside each sleeping area?
- ☐ Yes ☐ No Are the batteries working in all your smoke alarms? (A grownup should help by pushing the test button to find out.)
- ☐ Yes ☐ No Are all the exits in your home clear of furniture, toys, and clutter?
- ☐ Yes ☐ No Does your family have a home fire escape plan that includes two exits, usually a door and a window, from each room?
- ☐ Yes ☐ No Has your family picked a safe place to meet outside after you exit your home?
- ☐ Yes ☐ No Have you and your family practiced a home fire drill within the last six months? (Why not do one tonight?)
- ☐ Yes ☐ No Do you know the fire department's emergency phone number (which should be called from a neighbor's or nearby phone once you get outside)?



### What's Your Fire Safety Batting Average?

- If you answered “yes” to all of the checklist questions above, congratulations! You scored a fire safety home run!
- If you answered “yes” to 15 to 20 questions, you’ve made it to third base. Just make a few adjustments, and you’ll easily hit a fire safety home run.
- If you answered “yes” to 10 to 14 questions, you’ve hit a double. You’re going in the right direction, but you’ve got some work to do before you get to home plate.
- If you answered “yes” to fewer than 10 questions, you’ve reached first base, but you need to make many changes around your home in order to reach home plate.
- For all questions to which you answered “no,” make sure your family takes the steps needed to make them a “yes” so you can all score a fire safety home run!

### **Health**

#### **Community Resources**

##### **Children's Hospital**

111 Michigan Ave., NW  
Washington, D.C 20010  
(202) 476-5000  
[www.childrensnational.org](http://www.childrensnational.org)

##### **District of Columbia Department of Health**

825 North Capitol Street NE  
Washington, DC 20002  
(202) 671-5000  
[www.doh.dc.gov](http://www.doh.dc.gov)

##### **District of Columbia Department of Mental Health**

77 P Street, N.E., 4th Floor  
Washington, D.C. 20002  
Mental Health Access Hotline  
1-888-793-4357

##### **Latin American Youth Center (LAYC)**

1419 Columbia Road, NW  
Washington, DC 20009  
(202) 319-2225  
[www.layc-dc.org](http://www.layc-dc.org)

##### **Women, Infant, Children (WIC)**

Nutrition Programs Administration  
WIC State Agency  
2100 Martin Luther King Jr. Avenue, SE  
Suite 409  
Washington, DC 20020  
(202) 645-5663  
(202) 645-0516 Fax  
(800) 345-1WIC Appointments  
<http://app.doh.dc.gov/services/wic/index.shtm>

#### **Online Resources**

- <http://www.cdc.gov/nchs/data/hus/hus07.pdf#075>
- [http://pbskids.org/arthur/grownups/health\\_tips/asthma.html](http://pbskids.org/arthur/grownups/health_tips/asthma.html),
- [www.beat-for-health.com](http://www.beat-for-health.com)
- [www.diabetes.org](http://www.diabetes.org)
- [www.educationcenter.dc.gov/ec/cwp/view,a,1306,q,581255.asp](http://www.educationcenter.dc.gov/ec/cwp/view,a,1306,q,581255.asp)
- [www.impact-dc.org](http://www.impact-dc.org)
- [www.jdrf.org](http://www.jdrf.org)
- [www.mypyramid.com](http://www.mypyramid.com)
- [www.ndep.nih.gov/diabetes/WhatIs/WhatIs.htm](http://www.ndep.nih.gov/diabetes/WhatIs/WhatIs.htm)
- [www.ndep.nih.gov/diabetes/youth/youth\\_FS.htm](http://www.ndep.nih.gov/diabetes/youth/youth_FS.htm)
- [www.teamnutrition.com](http://www.teamnutrition.com)



### **Safety**

#### **Community Resources**

#### **District of Columbia Metropolitan Police Department**

300 Indiana Avenue, NW  
Washington, DC 20001  
(202) 727-4218  
IN CASE OF EMERGENCY CALL 911  
[www.mpdc.dc.gov](http://www.mpdc.dc.gov)

#### **District of Columbia Fire and Emergency**

##### **Medical Services**

1923 Vermont Avenue, NW  
Suite 201  
Washington, DC 20001  
(202) 673-3331  
IN CASE OF EMERGENCY CALL 911  
[www.fems.dc.gov](http://www.fems.dc.gov)

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### **Physical Education**

#### **Community Resources**

#### **Capital Community News, Inc.**

224 7th Street, SE, Suite 300  
Washington, DC 20003  
202-543-8300  
[www.capitalcommunitynews.com](http://www.capitalcommunitynews.com)

#### **District of Columbia Department of Parks and Recreation**

3149 16th Street, NW  
Washington, DC 20010  
(202) 673-7647  
[www.dpr.dc.gov](http://www.dpr.dc.gov)

#### **The Physicians Committee for Responsible Medicine**

5100 Wisconsin Ave., NW, Suite 400  
Washington, DC 20016  
202-686-2210  
[www.KidsGetHealthy.org](http://www.KidsGetHealthy.org)

#### **Online Resources**

[www.presidentfitnesschallenge.com](http://www.presidentfitnesschallenge.com)  
[www.nps.gov](http://www.nps.gov)

## **Sexual Health Community Resources**

**DC Campaign to Prevent Teen Pregnancy**  
1112 Eleventh Street, NW, Suite 100  
Washington, DC 20001  
<http://www.dccampaign.org>

**District of Columbia Department of Health  
Sexually Transmitted Diseases (STD)  
Control Program**  
Southeast STD Clinic  
DC General Hospital Campus  
19th and Massachusetts Avenue, SE  
Building 8  
Washington, DC 20003  
Phone (202) 698-4050  
<http://www.dchealth.dc.gov/doh/site/default.asp>

**Metro TeenAIDS**  
651 Pennsylvania Avenue, SE  
Washington, DC 20003  
(202) 543-9355  
[www.metroteenaids.org](http://www.metroteenaids.org)

**Ophelia Egypt Health Center**  
3937A Minnesota Avenue, NE  
Washington, DC 20019  
(202) 388-4770, Appointments  
[www.ppmw.org](http://www.ppmw.org)

## **Planned Parenthood of Metropolitan Washington Schumacher Health Center**

1108 16th Street, NW  
Washington, DC 20036  
(202) 347-8512, Appointments  
[www.ppmw.org](http://www.ppmw.org)

**Whitman-Walker Clinic**  
1407 S Street, NW  
Washington, DC 20009  
(202) 797-3500  
(202) 797-4444 (Crisis Intervention)  
[www.wwc.org](http://www.wwc.org)

## **Online Resources**

- [http://kidshealth.org/teen/sexual\\_health/](http://kidshealth.org/teen/sexual_health/)
- [www.ashastd.org](http://www.ashastd.org)
- [http://www.bbc.co.uk/worldservice/sci\\_tech/features/health/sexwise/the\\_journey\\_starts.shtml](http://www.bbc.co.uk/worldservice/sci_tech/features/health/sexwise/the_journey_starts.shtml)
- [www.teenpregnancy.org](http://www.teenpregnancy.org)
- <http://www.mysistahs.org/>
- [www.siecus.org](http://www.siecus.org)
- <http://www.nlm.nih.gov/>
- [www.sexedlibrary.org](http://www.sexedlibrary.org)
- <http://www.realtalkdc.org/resources.php>
- <http://www.scarleteen.com/>
- <http://www.sexetc.org/>
- <http://www.smyal.org/>
- <http://www.svgbc.com/svgsyoungeaders2002/BlankPage1.htm>
- <http://womenshealth.about.com/od/stds/a/stdmythsvsfacts.htm>
- [medlineplus/teensexualhealth.html](http://medlineplus/teensexualhealth.html)
- [www.sexedlibrary.org](http://www.sexedlibrary.org)

The District of Columbia Department of Parks and Recreation operates indoor and outdoor pools and aquatic facilities across the District throughout the year. Swimming pools may not be available for open swims during classes and other events. **Contact the facility directly to confirm open swim availability.**



| Facility Name / Address   | Phone                                | Hours   | Day(s) Closed      |
|---|--------------------------------------|---|--------------------|
| DC Center for Therapeutic Recreation Aquatic Facility<br>3030 G St., SE | (202) 645-5708<br>(202) 645-5118 TDD | Mon - Fri: 9 am - 5 pm  | Saturday<br>Sunday |
| Dunbar Aquatic Facility<br>1301 New Jersey Ave., NW                     | (202) 673-4613                       | Mon - Fri: 4 pm - 8 pm  | Saturday<br>Sunday |
| Ferebee Hope Aquatic Facility<br>3999 8th St., SE                       | (202) 645-3916                       | Mon - Fri: 3 pm - 8 pm  | Saturday<br>Sunday |
| Marie Reed Aquatic Facility<br>2200 Champlain St., NW                   | (202) 673-7771                       | Open Swim, All ages;<br>Mon - Fri: 3 pm - 5:30 pm<br>Lap Swim, ages 18+;<br>Mon - Fri: 5:30 pm - 8 pm | Saturday<br>Sunday |
| Takoma Aquatic Center<br>300 Van Buren St., NW                          | (202) 576-9284                       | Mon - Fri: 6 am - 9 pm<br>Sat - Sun: 9 am - 5 pm  |                    |
| Turkey Thicket Aquatic Facility<br>1100 Michigan Ave., NE               | (202) 576-9236                       | Mon - Fri: 6:30 am - 8 pm<br>Sat: 9 am - 5 pm   | Sunday             |
| William H. Rumsey Aquatic Center<br>635 North Carolina Ave., SE         | (202) 724-4495                       | Mon - Fri: 6:30 am - 9 pm<br>Sat - Sun: 9 am - 5 pm   |                    |

## LARGE OUTDOOR POOLS

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| Pool Name and Address                    | Phone          | Summer Hours                                       | Day Closed |
|--|----------------|--|------------|
| Anacostia<br>1800 Anacostia Dr., SE      | (202) 724-1441 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm  | Monday     |
| Banneker<br>2500 Georgia Ave., NW        | (202) 673-2121 | Mon - Fri: 12 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm | Thursday   |
| Barry Farm<br>1223 Sumner Rd., SE        | (202) 645-5040 | Mon - Fri: 1pm - 8 pm<br>Sat - Sun: 12pm - 6 pm    | Tuesday    |
| Benning Park<br>5300 Fitch St., SE       | (202) 645-5044 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm  | Thursday   |
| Douglass<br>1900 Stanton Terrace, SE     | (202) 645-5045 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm  | Wednesday  |
| East Potomac<br>Ohio Dr., SW             | (202) 727-6523 | Mon - Fri: 1 pm - 7 pm<br>Sat - Sun: 12 pm - 6 pm  | Wednesday  |
| Francis<br>2500 N St., NW                | (202) 727-3285 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm  | Tuesday    |
| Fort Dupont<br>Ridge Rd. & Burns St., SE | (202) 645-5046 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm  | Tuesday    |
| Fort Lincoln<br>3201 Ft. Lincoln Dr., NE | (202) 576-6389 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm  | Monday     |
| Fort Stanton<br>1800 Erie St., SE        | (202) 645-5047 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm  | Thursday   |
| Georgetown<br>3400 Volta Pl., NW         | (202) 282-0381 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm  | Monday     |





| Pool Name and Address                          | Phone          | Summer Hours                                      | Day Closed |
|--|----------------|---|------------|
| Harry Thomas Sr.<br>1801 Lincoln Rd., NE       | (202) 576-5640 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm | Tuesday    |
| Kelly Miller<br>4900 Brooks St., NE            | (202) 724-5056 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm | Monday     |
| Kenilworth Parkside<br>4300 Anacostia Ave., NE | (202) 727-0635 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm | Wednesday  |
| Langdon Park<br>Mills Ave. & Hamlin St., NE    | (202) 576-8655 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm | Thursday   |
| Oxon Run<br>4th St. & Mississippi Ave., SE     | (202) 645-5042 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm | Monday     |
| Randall<br>South Capitol & I Sts., SW          | (202) 727-1420 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm | Monday     |
| Rosedale<br>17th and Gale Sts., NE             | (202) 727-1502 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm | Tuesday    |
| Upshur<br>14th St. & Arkansas Ave.,<br>NW      | (202) 576-8661 | Mon - Fri: 1 pm - 8 pm<br>Sat - Sun: 12 pm - 6 pm | Monday     |

Places to meet (if family becomes separated):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Friend or relative who can relay messages to other family members:

Name: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Utilities locations:

Gas shutoff valve: \_\_\_\_\_

Water shutoff valve: \_\_\_\_\_

Main electrical box: \_\_\_\_\_

Emergency supplies (type and location): \_\_\_\_\_

\_\_\_\_\_

Family & medical information:

Father's workplace \_\_\_\_\_ Mother's workplace \_\_\_\_\_

Work phone \_\_\_\_\_ Work phone \_\_\_\_\_

Cell phone/pager \_\_\_\_\_ Cell phone/pager \_\_\_\_\_

Children's schools & phone numbers \_\_\_\_\_

\_\_\_\_\_

Doctor's name \_\_\_\_\_ Doctor's phone \_\_\_\_\_

Nearest emergency room \_\_\_\_\_ Nearest hospital \_\_\_\_\_

Other important numbers and addresses:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



| Name  | Phone | Alternate Phone |
|---|-------|-----------------|
| Local contact:                                      |       |                 |
| Out-of-state contact:                               |       |                 |
| Next of kin/relationship:                           |       |                 |
| Work contact:                                       |       |                 |
| Physician name:                                     |       |                 |
| Neighbor or landlord/homeowner association contact: |       |                 |
| Other emergency contact:                            |       |                 |
| Police/ambulance:                                   | 911   |                 |
| Fire department:                                    | 911   |                 |
| Gas company:  |       |                 |
| Electric company:                                   |       |                 |
| Water company:                                      |       |                 |
| Poison control center:                              |       |                 |

This guide was developed in collaboration with the Mid-Atlantic Comprehensive Center (MACC) at The George Washington University Center for Equity and Excellence in Education. Educators representing the District of Columbia Public Schools and Charter Schools and parents contributed to this guide. Many thanks to these members of the Writing Committee and Parent Focus Group:

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*Healthy, Active Transitions:*  
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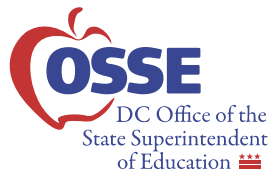
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